



BUENA VISTA ELEMENTARY

310 S. Batesville Road
Greer, South Carolina

Grades	K-5 Elementary School	
Enrollment	781 Students	
Principal	Dr. Ann K. Mohr	864-355-2200
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

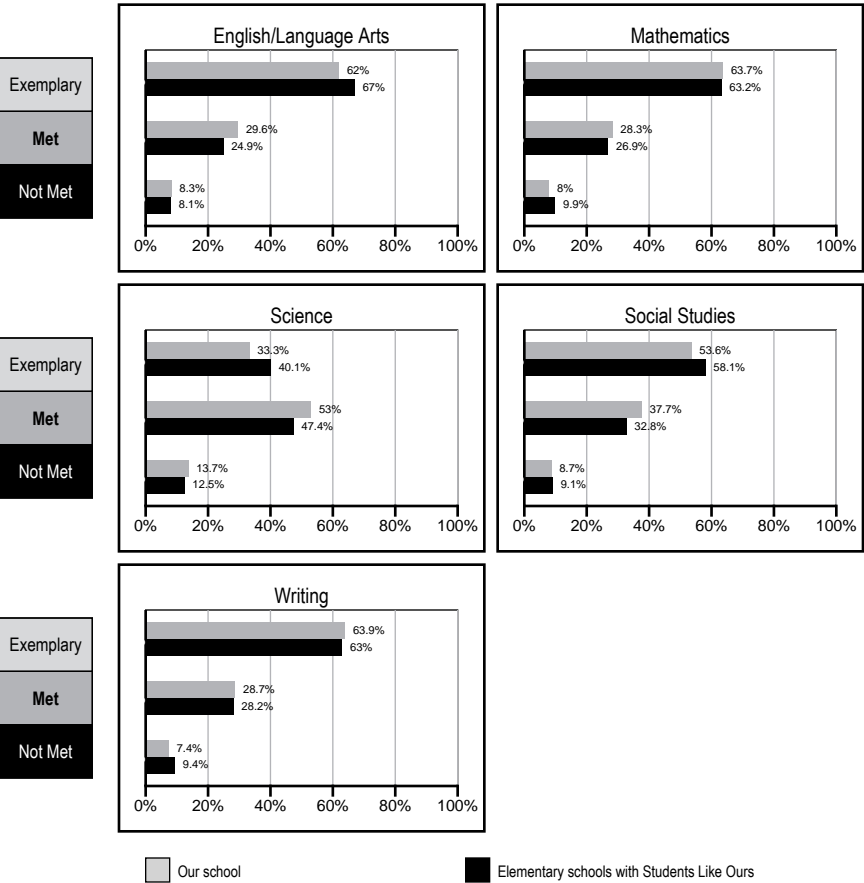
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 90.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
15	1	0	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=781)				
First graders who attended full-day kindergarten	88.5%	Down from 91.7%	100.0%	100.0%
Retention rate	1.3%	Up from 0.7%	0.5%	1.1%
Attendance rate	97.0%	No Change	96.7%	96.2%
Served by gifted and talented program	32.6%	Up from 30.3%	34.1%	13.4%
With disabilities other than speech	2.4%	Down from 6.4%	2.6%	4.1%
Older than usual for grade	0.1%	Up from 0.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	60.0%	Up from 59.1%	65.0%	62.5%
Continuing contract teachers	97.5%	Up from 93.2%	88.3%	88.2%
Teachers returning from previous year	85.2%	Up from 85.0%	89.0%	87.8%
Teacher attendance rate	95.8%	Down from 97.6%	95.6%	95.2%
Average teacher salary*	\$44,404	Down 2.0%	\$48,486	\$46,773
Professional development days/teacher	6.1 days	Down from 8.4 days	8.0 days	10.5 days
School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 23.1 to 1	21.9 to 1	19.9 to 1
Prime instructional time	93.5%	Down from 95.0%	91.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Up from 99.3%	99.8%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$5,280	Down 3.0%	\$6,529	\$7,447
Percent of expenditures for instruction**	65.8%	Down from 69.1%	68.8%	68.4%
Percent of expenditures for teacher salaries**	64.6%	Down from 65.9%	68.8%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

GOALS AND OBJECTIVES

The Buena Vista Elementary staff strives for continuous improvement in instructional delivery and student performance. Three main goals guide all actions. 1) Students will master grade level standards in Mathematics, English Language Arts, Science, and Social Studies 2) A safe, orderly, and inviting learning environment will be provided for students, staff, and the community 3) Improve student learning and achievement through the use of technology. These goals were written to address specific areas of need identified in the school and to correlate with the school district's Education Plan. Progress towards achieving the goals is monitored by the staff and the School Improvement Council.

ACCOMPLISHMENTS

Our school was named a Palmetto Gold School of Excellence by the state department of education. Our goal is to enable all students to reach exemplary levels of performance in all subject areas. Our PTA was honored by having the state PTA Volunteer of the year selected from its group of parents. The SIC implemented an Early Riser club for students at risk from 7:30-8:00 am on Tuesdays and Thursdays in the computer lab. These students gained a positive relationship with a caring adult and needed remediation time.

PLANS FOR THE FUTURE

Buena Vista Elementary will continue to implement continuous improvement strategies for performance excellence. Staff development will focus on building leadership and character development in our students. The staff will continue to pursue professional learning communities on grade level teams. The collection and analysis of student data will allow the staff a more precise picture of areas of strength in the curriculum and those areas needing more emphasis.

Ann K. Mohr, PhD
Principal

Jenny Reilly
SIC Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	36	126	90
Percent satisfied with learning environment	91.7%	93.6%	88.8%
Percent satisfied with social and physical environment	94.3%	93.6%	93.1%
Percent satisfied with school-home relations	97.2%	92.1%	88.8%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	386	99	7.3	30	62.7	97.8	84.1	82.4	Yes	Yes
Gender										
Male	184	98.9	9.5	40.5	50	98.2	80.8	78.7	N/A	N/A
Female	202	99	5.3	20.6	74.1	97.4	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	282	99.3	3.8	28.9	67.3	98.9	89.7	88.9	Yes	Yes
African American	36	97.2	25	40.6	34.4	90.6	72.2	72.9	I/S	I/S
Asian/Pacific Islander	45	100	5.1	23.1	71.8	100	93.3	93	I/S	Yes
Hispanic	22	95.5	30	40	30	90	79.2	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	83.8	83	I/S	I/S
Disability Status										
Disabled	35	88.6	26.7	43.3	30	93.3	48.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	49	95.9	15.6	31.1	53.3	95.6	79.3	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	64	96.9	23.2	42.9	33.9	91.1	75.7	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	386	100	8	28.3	63.7	96.7	84.4	81.9	Yes	Yes
Gender										
Male	184	100	7.6	28.8	63.5	96.5	82.9	79.9	N/A	N/A
Female	202	100	8.4	27.7	63.9	96.9	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	282	100	4.5	26.1	69.4	98.1	89.4	88.9	Yes	Yes
African American	36	100	27.3	54.5	18.2	84.8	72	71.4	I/S	I/S
Asian/Pacific Islander	45	100	2.6	12.8	84.6	97.4	95.6	94.6	I/S	Yes
Hispanic	22	100	33.3	42.9	23.8	95.2	82.7	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	86.3	84.4	I/S	I/S
Disability Status										
Disabled	35	100	35.3	35.3	29.4	76.5	47.1	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	49	100	17	23.4	59.6	95.7	83.6	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	64	100	25.9	41.4	32.8	89.7	76.5	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	264	100	13.9	53	33.1	86.1	71.6	68.6
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Gender

Male	127	100	12.7	55.9	31.4	87.3	71.4	68.3
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Female	137	100	15	50.4	34.6	85	71.9	68.9
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Racial/Ethnic Group

White	189	100	6.6	54.9	38.5	93.4	81	80.7
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African American	26	100	52.2	43.5	4.3	47.8	52.3	51.4
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Asian/Pacific Islander	31	100	10.3	51.7	37.9	89.7	85.1	85.3
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Hispanic	17	100	47.1	47.1	5.9	52.9	61.4	61.6
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American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	76.8	70.8
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Disability Status

Disabled	27	100	42.3	53.8	3.8	57.7	34.8	35.7
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
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English Proficiency

Limited English Proficient	36	100	28.9	47.4	23.7	71.1	61.8	60.7
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Socio-Economic Status

Subsidized meals	43	100	45	37.5	17.5	55	58.4	57.3
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Social Studies

All Students	267	100	9.1	37.5	53.4	90.9	76.1	72.5
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Gender

Male	130	100	10.7	37.7	51.6	89.3	75.9	72
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Female	137	100	7.6	37.4	55	92.4	76.2	73.1
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Racial/Ethnic Group

White	199	100	5.8	37.9	56.3	94.2	82.8	81
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African American	22	100	35	40	25	65	61.5	60
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Asian/Pacific Islander	29	100	7.4	22.2	70.4	92.6	88.5	89
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Hispanic	16	100	18.8	56.3	25	81.3	69.6	69.6
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American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	75.5	73.5
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Disability Status

Disabled	22	100	36.4	36.4	27.3	63.6	41.9	40.5
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
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English Proficiency

Limited English Proficient	31	100	22.6	22.6	54.8	77.4	70.5	69.7
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Socio-Economic Status

Subsidized meals	41	100	27.8	41.7	30.6	72.2	65.2	62.9
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Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	131	100	7.4	28.7	63.9	92.6	76	73.2	97	96.4
Gender										
Male	68	100	11.1	38.1	50.8	88.9	70.2	67.2	96.9	96.3
Female	63	100	3.4	18.6	78	96.6	82.1	79.4	97	96.4
Racial/Ethnic Group										
White	97	100	4.3	27.2	68.5	95.7	83.1	81.5	97.1	96.2
African American	12	100	16.7	50	33.3	83.3	62.2	61.3	96	96.4
Asian/Pacific Islander	14	100	I/S	I/S	I/S	I/S	90.3	87	97.9	97.6
Hispanic	8	I/S	I/S	I/S	I/S	I/S	64.3	66.7	96.4	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	N/A	95.8
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	26.5	26	96.3	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	14	100	21.4	21.4	57.1	78.6	65.3	65.7	97.5	97.2
Socio-Economic Status										
Subsidized meals	24	100	13	56.5	30.4	87	63.7	63.2	96	95.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	145	100	10.3	17.6	72.1	89.7
	4	127	100	17.2	27	55.7	82.8
	5	167	100	8.6	27	64.4	91.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	108	100	9	13	78	91
	4	145	97.2	5.9	32.6	61.5	94.1
	5	133	100	7.4	41	51.6	92.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	145	100	14	27.2	58.8	86
	4	127	100	9	41	50	91
	5	167	100	15.3	29.4	55.2	84.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	108	100	11	20	69	89
	4	145	100	5	28.1	66.9	95
	5	133	100	9	35.2	55.7	91
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	74	100	20.6	44.1	35.3	79.4
	4	127	100	16.3	60.2	23.6	83.7
	5	84	100	17.3	51.9	30.9	82.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	53	100	28	30	42	72
	4	145	100	10	61.4	28.6	90
	5	66	100	11.5	52.5	36.1	88.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	71	100	11.8	41.2	47.1	88.2
	4	127	100	13	52.8	34.1	87
	5	83	100	18.3	25.6	56.1	81.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	55	100	2	27.5	70.6	98
	4	145	100	12.1	42.1	45.7	87.9
	5	67	100	8.1	35.5	56.5	91.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	144	100	14.6	33.6	51.8	85.4
	4	127	100	18.7	35	46.3	81.3
	5	169	100	11.6	22	66.5	88.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	131	100	7.4	28.7	63.9	92.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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